

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 9780328334995		Publisher - Scott Foresman		Provided by the Publisher
	Kindergarten System				
	Type - P2	Author - Cooney, et al			
	Copyright - 2008	Edition - 1st	Readability - N/A		
	Course - Elementary Science		Grade(s) - K		
	Teacher Edition ISBN if applicable			9780328353095	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

*Organization of the teacher's edition is impressive and comprehensive.
 *Coverage of content is moderate at best. Extensions and thorough development of the big ideas is minimal in some areas.
 *Good technology resources available for additional purchase. Online access pack is available in the ancillary materials.
 *No materials kit is available. Concepts are often developed through art based activities. Teachers would need to supplement with manipulative materials.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| b) Motion and Forces | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| c) The Earth and the Universe | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| e) Biological Change | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| f) Energy Transformation | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| g) Interdependence | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.

☐ Strong ☒ Moderate ☐ Little ☐ N/A

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3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A

4) Content addressed is current, relevant and non-trivial ☐ Strong ☒ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☐ Strong ☒ Moderate ☐ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

*The teacher's edition shows the core content correlation for each individual lesson. Lessons with a cross curricular focus even reference Kentucky Core Content in other disciplines.

*Animal structures for survival and food chains are only minimally covered.

*No introduction to fossils.

*Earth/Space science concepts are minimally developed.

*Concept webs are used for developing ideas.

B. Functionality & Suitability

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy ☒ Strong ☐ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary

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- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

*A bibliography in the back of the teacher's edition lists multiple trade books that correlate with each unit, both student trade books and teacher resource books.

*The back of the teacher's edition has professional development readings, including information of best practices in vocabulary development, using science notebooks, supporting diverse learners and ESL students, etc.

*Content reading strategies are taught, and it is noted, in the student book, that different approaches are needed for reading science materials.

*Leveled readers are available online.

*Science songs and poems are used to introduce lessons. A science songs cd is part of the essential components, and the songs are printed to facilitate language development as students sing along.

*Listening/speaking tips are provided in the Teachers' Edition.

*Online resources are referenced, but the site was temporarily unavailable during our review.

*Teachers' edition provides a resource phone number to call if you have questions regarding the activities, as well as a number for technical support.

* Leveled support is included for ELL students in the Teachers' Edition.

* We found that many of the literacy connections, such as big books and song/poems are correlated to the concepts, but do not make clear, congruent connection to the content statements. An example of this can be found in the big book, "Mice Squeak, We Speak". Content focus of this book is sounds animals make. We found it difficult to see the direct connection to our Core Content in this and many of the other connected literacy materials. While the literacy connections are strong with regard to literacy, they are weak in relation to science content.

*While some support is provided for intervention and remediation, few ideas for enrichment or extensions for advanced learners are included.

C. Supports Inquiry and Skill Development

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

*In the teacher's edition, reference is made to inquiry as being scaffolded. Inquiry activities are listed as being directed, guided and full inquiry. The descriptions of different levels of inquiry were great, and we loved the inclusion of this distinction. However, we felt when we looked at the inquiry activities, the content was weak. (For example, making a paper plate spinner of the seasons did not seem like a true inquiry investigation.)

*Student independence is promoted with activity placements which show items needed for a lab. These are available in the gratis materials.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences

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- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
 - Activities are truly congruent to the concepts addressed, not merely correlated
- Note: may apply to either teacher or student edition*

2) Uses Assessment to Inform Instruction

☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
 - Provides evaluation measures in the teacher edition that supports differentiated learning activities
 - Embedded assessments reflect a variety of Depth of Knowledge levels
- Note: may apply to either teacher or student edition*

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

*Multiple forms of assessment are included in the teacher's edition (written assessments, ongoing/formative diagnostic checks, scaffolded questions, portfolio assessments, performance assessments). However, the assessment book must be purchased separately.

*Questioning is weak in spots. What are listed as being scaffolded questions don't always seem to fit together in a logical pattern.

E. Has an Organization/ Format that Supports Learning and Teaching

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

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- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

*The teacher's edition organizes each unit around essential questions, and includes a comprehensive planner with resources and connections listed. A quick teaching plan is also offered, if time is short for that unit.

*Several items were included as essential components (trade book big books, vocabulary cards, Activity DVD, Science Song CD).

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

- ☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Several supplemental materials are available, Most of these need to be purchased.